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ABSTRACT

The pamphlet is intended to help local Iowa school curriculum committees implement the gifted and talented component of their school's multicultural, nonsexist education plan. First, basic definitions of 11 terms such as "multicultural education," "giftedness," and "disadvantaged" are provided. Next, the rationale and philosophy of multicultural education is explained followed by an extract of the Iowa code providing the legal authority for the program. The 4 program goals and their associated 22 objectives are outlined next. A program self-evaluation checklist is presented next which covers program structure, program materials, and teaching strategies. An annotated bibliography of 22 resource materials, four gifted and talented serial publications, and 13 resource organizations is also provided. (DB)

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This pamphlet is intended to be an aid for local curriculum committees who are developing and implementing the gifted and talented component of their school's multicultural, nonsexist education plan.

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Definitions

1. Multicultural Education: Educational processes that promote the understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural educational process, special emphasis shall be placed on the following groups: Asian Americans, Black Americans, Hispanic Americans, American Indians and the disabled. The educational program shall be characterized by practices that provide equal opportunity for all participants regardless of race/ethnicity, color, age, national origin, religion or disability.

2. Nonsexist Education: Educational processes that foster knowledge, respect and appreciation for the historical and contemporary contributions of men and women to society, as well as educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices that provide equal opportunity to both sexes.

3. Bias: A mental slant or leaning to one side; an inclination of temperament or outlook; a highly personal and unreasoned distortion of judgment. Biased - distorted or prejudiced thinking about an object, issue or group of people.

4. Culture: The ways of believing, feeling and behaving of a group of people; the way of life of a people, their values, skills, customs and resulting material culture.

5. Ethnicity: A sense of peoplehood shared by members of a group who continue to identify themselves with a common ancestry, national heritage, religion, language, shared values, attitudes and perceptions. Degree of ethnic identification and affiliation is by individual choice.

6. Gender/Sex: Identity as female or male, based on biological distinctions in the reproductive organs. Feelings, thoughts and behaviors perceived as relative to sexual identity.

7. Stereotypes: Mental categories that are based on exaggerated, inaccurate, rigid, favorable or unfavorable generalizations about a microcultural group. It is prejudiced thought used to describe all members of a group.

8. Giftedness: The term has been defined many different ways. However, there is agreement that three characteristics should be included in any operational definition of "giftedness." These characteristics are above average general abilities, high level of task commitment, and high levels of creativity.

9. Culturally diverse: Describes those whose background, experiences, and culture are significantly different from a dominant culture in a society.

10. Disadvantaged: A term depicting those who have experienced economic, social, and/or emotional deprivation as a dominating factor in their lives.

11. Talented: Refers to students who have developed one specific area in which they excel such as math or visual arts. Participation in the area of talent is consistently outstanding and there is need for further facilitation and enrichment beyond the regular classroom.

Rationale and Philosophy

The focus of this pamphlet is to support the Gifted and Talented Program in understanding the importance and use of multicultural, nonsexist curriculum. It is also to support and encourage equal access to the program for all potentially gifted and talented students.

All students should see themselves positively reflected in the school environment, whether it be in the curriculum, bulletin boards, instructional materials, staff membership or in their classmates. This is important for students regardless of their sex, race, cultural background or disability. Students who do not see themselves reflected often feel alienated from the educational process and may soon question their own worth. Students need to see the contributions and perspectives of the disabled, diverse racial and cultural groups, and both sexes reflected in the curriculum. Students who are not exposed to other groups through direct contact or indirectly through their educational program can develop an artificial sense of self or group superiority (the "we did it all" syndrome). This can lead to patronizing attitudes toward other groups. If this feeling is reinforced across time, it can lead to prejudiced attitudes and behaviors in adulthood.

Multicultural, nonsexist curriculum is based on the theory of cultural pluralism. This theory celebrates the diversity that characterizes a country in which 300 American Indian nations joined with women and men from every continent and country on this planet. It shows cultural and sex-role diversity as strengths that enrich the United States. It is a curriculum in which all citizens can see themselves and others reflected.

Studies continue to suggest that there are disproportionately large numbers of minority group children in remedial classes (e.g. emotionally disturbed, mentally retarded, learning disabled, behaviorally disruptive) and disproportionately low numbers in classes for the gifted and talented. In addition, although the proportion of identified gifted boys and girls is roughly equal in schools, the chances of a gifted girl realizing her full potential are discernibly less than if she were a boy. Socialized by peer and sex role expectations, many very capable girls begin to lose interest in intellectual pursuits by the eighth grade. Some of these same girls are permitted and choose to avoid advanced study in mathematics and science in high school, and by the time they enter college their aspirations for their future are greatly diminished. Unfortunately, some girls do not maintain achievement consistent with their potential.

In the beginning gifted and talented programs were founded on the "Terman view" of intelligence. As time passed and the programs grew, there emerged a recognition of changing needs and understandings. Recent efforts have been made to meet changing needs by addressing questions of equity in terms of access to excellence in education in the student population. With respect to ethnic balance, acting on the belief that giftedness occurs at random in all populations, the program has shown that it can be successful in finding the gifted students in underrepresented groups among those who are achieving well in school. However, this is by no means satisfactory or sufficient since large numbers of students in these populations are not achieving. The Gifted and Talented Program must find ways of discovering these underachieving gifted students, and then support them successfully through achievement.

A major barrier to the identification of minority students and females was the use of a single instrument that contained sex bias and cultural bias. It depended upon traditional measures of performance. This discriminated against youngsters who had not participated fully in the dominant male culture.

Studies by researchers and educators over the last 25 years have shown us that the "Terman view" of intelligence as a unitary factor is too narrow and limited in scope to describe accurately what has been observed about numbers of gifted individuals. Now, the theory of multi-dimensional intelligence encourages us to see giftedness in a broader context.

The challenges of the Gifted and Talented Program are to 1) establish comprehensive and unbiased procedures to find as many potentially gifted students as possible so that the talent pool will approximately represent the entire student body in terms of gender, socioeconomic status, racial, ethnic, cultural and

language groups, and 2) assist parents, teachers and counselors to counter racial and gender biases that are detrimental to the development of abilities of minority males and all gifted girls. Working toward such changes is exacting in that it requires continual re-education of both those with responsibility for making decisions and those with any responsibility for implementing programs.

Class placement decisions are usually made by a special school committee, based on standardized tests and the subjective assessment of classroom teachers. It is therefore necessary for those making placement decisions to examine cultural and racial bias and sex role stereotypes that present barriers to successful achievement of females and minorities. For example:

- The stereotype that male students are considered more capable than female students still exists.

- Differing perceptions of male and female performances appear to be well established in both girls and boys by the fifth grade. It is accepted that boys do certain tasks well, and girls do other tasks well.

- Gifted girls may exhibit behaviors that are not likely to fit with standard conceptions of the "good" or "ideal" student (e.g. girls who are analytical, unconventional and independent). Many times they are labeled "deviant" rather than gifted and are not "re-identified" soon enough to allow for early participation in gifted programs.

- Various groups of disadvantaged students whose exceptionality is not revealed by traditional measures of school performance are screened out in the initial stages of selection.

- Gifted female and minority male children are often not identified at an early age. If not identified until the age of 9 or 10, they frequently become dropouts or behavior problems instead of talented children ready to work with their abilities. By the middle school years, these children often develop underachieving attitudes towards school. Once students are in high school, few attempts to change their patterns have been successful.

- Socialized by peer and sex-role expectations, many gifted girls show a decline in intellectual seeking by the eighth grade.

- Studies indicate that even with early identification of gifted female and minority male students, there is likely to be a decline in academic performance if they are unable to participate in gifted programs.

- Girls who are gifted in mathematics are far less likely to be identified than are gifted boys and are less likely to participate in special or accelerated math classes to develop this talent.

- Research studies on adults with outstanding accomplishments have revealed significant parental influences. As children, their abilities were noted when they were quite young, their talents were nourished and encouraged, and family expectations and example influenced their achievement.

The Iowa Code makes only two requirements that apply to the whole school curriculum. The first is that multicultural, nonsexist approaches, content and materials be used in all subject areas. The second is that career education be integrated into all subject areas at all levels. Both are integrally linked to what education is all about: helping individuals develop to their fullest capacity along the lines of their desires and interests.

Ours is a society where there has been a high degree of sex-typing and race-typing in jobs or careers. This is one major reason for the large income gap that exists between white Americans and Americans of color and between men and women in America.

Students must feel comfortable with the realities of their racial, sexual and physical conditions. They should be helped to understand how sexism, racism and disability have limited the horizons of females, minorities and the disabled. At the same time, they should understand that such discrimination is no longer accepted or legal in American society and that they should be encouraged to reach for the sky in terms of career and similar aspirations. All students should be encouraged to become all that they can become regardless of their sex, race, cultural background, national origin and/or disability.

All students must see potential for themselves in their academic study. If they do not, their motivation and achievement will progressively lessen. For example, even though more doors are open today to gifted women than ever before, they still find themselves in a no-win conflict between professional

interest and education, on the one hand, and pressure to fill the traditionally appropriate sex-role, on the other. Results from the Bem Sex-Role Inventory, textbook literature, and the media reinforce sex-role stereotypes that limit female motivation to achieve and succeed.

The Legal Authority

Iowa Code (Chapter 256.11)

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

Iowa School Standards 281-12.5(8)

12.5(8) Board of director's responsibility for ensuring multicultural, nonsexist approaches to educational programs. Each board shall establish a policy to insure the school district is free from discriminatory practices in its educational programs. In developing or revising this policy, parents, students, instructional and noninstructional staff, and community members shall be involved. In addition, each board shall adopt a written plan, to be evaluated and updated at least every five years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be on file in the administrative office of the district. The plan shall include:

- Multicultural approaches to the educational program (See definition)
- Nonsexist approaches to the educational program (See definition)
- Specific goals and objectives, with implementation time lines for each component of the educational program
- Specific provisions for the infusion of multicultural, nonsexist concepts into each area of the curriculum developed under the provisions of subrule 12.5(14)*
- A description of the in-service activities planned for all staff members on multicultural, nonsexist education
- Evidence of systematic input by men and women, minority groups, and the handicapped in developing and implementing the plan.

In schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually. A description of a periodic, ongoing system to monitor and evaluate the plan shall also be included.

**Subrule 12.5(14)*

12.5(14) Curriculum development review and refinement. The board shall adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. Each curriculum area shall have: goals, suggested instructional activities, materials, and content; and, expected student outcomes for each level of instruction. The policy shall identify valid, bias-free student assessment procedures and the progress for monitoring student progress.

This policy shall include procedures and time lines for reviewing each instructional program with attention given to interdisciplinary teaching of higher order thinking skills, learning skills, and communication skills.

Goals and Objectives

Multicultural, nonsexist education concepts should be a visible, integral part of the Gifted and Talented Program. They should be visible in goals and objectives, curriculum guides and daily lesson plans. The following is suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to the Gifted and Talented Program. Activities related to each of the objectives are to be integrated into each grade level of the program.

Goal 1:

To help all students develop positive and realistic self-concepts regardless of gender, race/ethnicity, cultural background or disability. The emphasis will be based on understanding and valuing one's own personal and group identities, as well as a greater awareness of one's values and the relationship of those values to everyday decisions and actions.

Objective A: Students will explore their own personal and group identities in order to develop

positive and realistic perceptions of themselves in relation to their academic achievement, physical, social and work environments.

Objective B: Students and staff members will be aware of societal biases in understanding self-concept and external and internal motivational influences on achievement.

Objective C: Staff will encourage high expectations for academic achievement in all students, paying appropriate attention to minority male and all female students, as well as teachers and parents.

Objective D: The students and staff members will understand that sex role and cultural conditioning may influence individual learning style.

Objective E: Staff members will be trained to work with all students, emphasizing the development of an understanding of environmental, cultural, gender and sociological differences among students.

Goal 2:

To help students understand that both sexes, diverse racial/ethnic groups, cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this diversity enriches and strengthens our country. Inherent in this goal is the exposure of students to a broad range of career roles and lifestyles regardless of their gender, race, cultural heritage or disability.

Objective A: Students will see the contributions, perspectives and interests of their heritage and other heritages reflected in the gifted and talented program's curriculum regardless of their race/ethnicity, gender, cultural background and national origin or disability.

Objective B: Students and staff members will acquire an understanding that no individual or group is inherently superior or inferior to any other group.

Objective C: The students will experience a curriculum and school environment which reflects the valuable and unique contributions of diverse racial/ethnic, cultural groups, women and men, and the disabled to Iowa, the United States and the world.

Objective D: Staff members will provide programs that contain enrichment, acceleration and guidance components to all students.

Objective E: Staff members will involve multi-racial and female adult role models to provide guidance and leadership for gifted minority males and all females. Females and minority male students who are exposed to multi-racial and female models tend toward higher goals, aspirations and greater career commitments.

Goal 3:

To help students understand that all persons have common needs, feelings and problems, while at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias, and bias toward the disabled are social phenomena.

Objective A: Staff members will evaluate the school environment for factors that suppress or reinforce all student achievement, paying appropriate attention to female and minority male achievement.

Objective B: The staff will gather data, using pluralistic, nonsexist approaches to assess the development, learning styles and interests of students so that their needs can be matched with appropriate program options.

Objective C: Staff members will establish comprehensive and unbiased procedures to find as many potentially gifted students as possible for placement in the talent pool so that it will approximately represent the entire student body in terms of gender, socioeconomic status, racial/ethnic, cultural, disabled and national origin.

Objective D: Students and staff members will recognize that stereotypes based on race/ethnicity, sex, national origin or disability may unreasonably impact an individual's career choice. They will recognize when courses, occupations and life roles are being categorized on the basis of stereotypes rather than on the basis of skills and attitudes.

Objective E: Students and staff members will explore how discrimination, bias, prejudice and stereotyping have limited job opportunities, career choices and life alternatives for individuals because of their race/ethnicity, gender, national origin or disability.

Objective F: Staff members will avoid screening out various groups of disadvantaged students whose exceptionality is not revealed by traditional measures

of school performance.

Objective G: Staff members will focus on correcting skill deficiencies in math and science for all students, paying appropriate attention to females and minority males.

Goal 4:

To help students develop positive interpersonal and intergroup communication techniques, and to motivate them to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present social conflicts are a result of centuries of cultural and group conditioning, and that improved human relations depends upon increased intergroup and interpersonal communication, understanding and cooperation.

Objective A: Students and staff members will participate in group activities that build trust and cooperation among diverse groups and between the sexes and that use contributions from all individuals and groups to accomplish common tasks.

Objective B: Students will practice and improve their group problem-solving and conflict resolution skills by demonstrating an awareness of race/ethnicity, sex, national origin and disability factors when communicating among themselves and with school staff members.

Objective C: Staff members will provide in-depth teacher development, including classroom demonstrations, models and strategies to enhance the opportunity of all potentially gifted pupils to demonstrate their gifted behaviors, not just students whose exceptionality is revealed by traditional measures of school performance.

Objective D: Students and staff members will understand how policy changes need to occur in the boardrooms of corporations as well as in the committee rooms of Congress that will eliminate discrimination in employment and success in the workplace (e.g. work towards a comprehensive child care policy so that gifted women no longer feel they need to choose between family and career).

Objective E: Staff members will rely heavily on information provided by community members from appropriate cultural backgrounds when identifying talented students. Such cooperative efforts provide an indication of the talents valued by the culture and open communications between school and community.

A Self-Evaluation Checklist

***The Iowa Code* currently requires that multicultural, nonsexist approaches be used in all school programs. Use this checklist as a general guide when looking at the Gifted and Talented Program.**

The answers to some of the questions in Section A may be rather obvious in some school districts. They are asked because the makeup of the instructional staff and the classroom student population have major implications for the strategies used in a multicultural, nonsexist gifted and talented program. Districts with heavily stereotyped staffing patterns (e.g. all male administrators, all white staffs, all female elementary teachers, all male coaches) give built-in negative messages to students about what they can or could do with their lives. The same is true of districts where there is a high degree of sex-typing in course enrollments (80 percent or more of one sex) or minimal integration of special education students. Such conditions are not compatible with either equity or excellence in educational programs. Districts where such conditions exist need short- and long-range plans for employment and scheduling to minimize this stereotyping and isolation.

A. Program Structure

1. Are there diverse role models (male and female, diverse cultures/races, disabled) on the program staff both in administration of the gifted and talented program as well as teachers at both elementary and secondary levels? _____Yes _____No

   a. If not, what caused this to happen? Are there long-range strategies for changing this pattern?

   b. If the answer to #1 is no, what impact might this have on the program?

2. Do enrollments in all programs and classes reflect the male-female balance and cultural diversity found in the district? (e.g. are all females and minority males equally represented in higher level math and science classes?) _____Yes _____No

   a. If not, what caused this to happen? How can it be changed?

   b. If the answer to #2 is no, what impact does this have on the attempt to promote equity in the program?

3. Are scheduling practices avoided that may result in sex-typed enrollments (80 percent or more of one sex) or the relative isolation of racial/cultural groups and the disabled? _____Yes _____No

4. Has there been meaningful interaction between program staff and the personnel in the district who are responsible for implementing multicultural, nonsexist education? _____Yes _____No

5. Has in-service on multicultural and nonsexist approaches to student selection and classroom teaching been provided for the entire program staff and teachers? _____Yes _____No

6. Does the Gifted and Talented Program make a definite effort to involve parents of minority students and community persons in the plans and activities of the program? _____Yes _____No

7. Does the program provide in-service training for school personnel to encourage active involvement of teachers, parents, and school counselors in the early identification of potential candidates for gifted programs? _____Yes _____No

8. Is special attention given to such factors as nutrition, self-concept, anticipation of success, motivation, test anxiety and language sophistication when assessing gifted minority and disadvantaged students during early identification? _____Yes _____No

9. Is multiple criteria used to identify gifted students, especially those students whose exceptionality is not revealed by traditional measures of school

performance (e.g. the Torrance Test of Creative Thinking, the Baldwin Identification Matrix (BIM), the Cummings Checklist of Characteristics for Gifted and Talented Students, parent, community and teacher nominations)? _____Yes _____No

a.If so, list the criteria used.

10. Does the staff train counselors and gifted program teachers to recognize potential in disadvantaged students, females and minority males and culturally diverse students? Are they skilled in using nonbiased assessment data and case study techniques as a way of identifying gifted and talented students? _____Yes _____No

11. Are program staff and classroom teachers skilled in using various teaching strategies to meet the individual student's abilities, interests and learning styles? _____Yes _____No

12. Does the program staff assist teachers in using specific teaching strategies, including the use of simulation, creative problem-solving activities, and independent inquiry and investigation into individual fields of interest? _____Yes _____No

13. Is knowledge of current research on gifted students and new developments in education presented in ongoing pre-service and in-service trainings? _____Yes _____No

a. If so, how often?

14. Does the program provide teachers with information about minority underrepresentation in gifted program and provide tools that will help them to increase minority representation (e.g. information on multiple identification procedures and nonbiased or less-biased tests)? _____Yes _____No

15. Does the program keep statistics on the representation by gender, ethnicity, and socioeconomics in every program component in order to monitor the program and assure adequate representation of all students? _____Yes _____No

16. Does the program encourage and develop parental and community support services to interact freely with the school and to address their needs and concerns about student participation? _____Yes _____No

a. If so, how?

17. Have all students, including special populations such as minority students, been surveyed to determine their special program needs in order to develop their full potential? _____Yes _____No

18. At the initial stage of placement into the Gifted and Talented Program, is special attention made to avoid screening out various groups of disadvantaged students whose exceptionality is not revealed by traditional measures of school performance? _____Yes _____No

B. Program Materials

1. Are program materials able to be administered individually, in small or large group settings, and used as a total package or as individual lessons without gaps or repetition? _____Yes _____No

2. Do program materials provide challenges for further investigation, spark the interest of students in a new field of study, and are they designed from a multicultural, nonsexist perspective? _____Yes _____No

3. Do program evaluation instruments measure a variety of program dimensions? Are there follow-up studies on gifted students? _____Yes _____No

4. Is lack of school resources compensated for by use of community resources to provide enriching learning experiences (e.g. career resource persons; local colleges and universities; special interest groups; internship programs with the city, county, state, or federal agencies; and talented parents, students, and faculty)? _____Yes _____No

5. Have all instruments and program material used in the Gifted and Talented Program to measure student interests, aptitudes and abilities been evaluated for bias on race, culture, gender and disability? _____Yes _____No

6. Are illustrations in Gifted and Talented Program materials, audio-visual materials, and on bulletin boards representative of the cultural/racial diversity in the United States as well as the roles open to both men and women? _____Yes _____No

7. Are both men and women, diverse cultural racial groups, and the disabled shown in a variety of roles relative to action, power, and authority? _____Yes _____No

8. Are gifted and talented materials free of ethnocentric or sexist language patterns that may make implications about persons or groups based on their culture, gender or disability? _____Yes _____No

9. Do materials avoid reinforcing stereotypes about cultural/racial groups, men and women, and the disabled? _____Yes _____No

10. Have multicultural, nonsexist criteria been integrated into the gifted and talented materials selection process at the district level? _____Yes _____No

11. Is there content in the gifted and talented curriculum to cause students to explore the historical impact of sexism, racism, and discrimination of the disabled on the motivation of students to achieve in school and society? _____Yes _____No

12. Do teachers know how to use biased materials in nonbiased ways? _____Yes _____No

13. Are multicultural, nonsexist concepts visibly integrated into the philosophies, goals, objectives, content and the evaluation components of the instructional resource guides and course outlines in all curriculum areas? _____Yes _____No

14. Are there program materials which cause students to explore and feel positive about their personal and group identities? _____Yes _____No

a. Does this exploration include racial, ethnic, gender and disability identities? _____Yes _____No

15. Is there curriculum content which causes students to explore their personal and cultural values in relationship to their potential achievement in the world? _____Yes _____No

16. Does curriculum content make students aware of the valuable and unique contributions of diverse racial/cultural groups, both men and women, and the disabled within each course of study they explore? _____Yes _____No

17. Is there content in the gifted and talented curriculum on basic intergroup relations theory which will prepare students to successfully work with the members of the other sex, diverse racial/cultural groups, and the disabled in all environments? _____Yes _____No

18. Is there nonbiased content in the gifted and talented curriculum which exposes students to both short- and long-range decision-making strategies, problem-solving techniques, conflict resolution skills and career planning? _____Yes _____No

C. Teaching Strategies

1. Are teachers of gifted and talented students trained to work specifically with talented students emphasizing the development of an understanding of environmental, cultural, and sociological differences among students and how these differences influence the behavior and performance of the student in school and in the community? _____Yes _____No

2. Is there preparation for students who have inadequate basic skills? _____Yes _____No

3. Does the staff help students become aware of the usefulness of mathematics in their future career options, thereby increasing the involvement of all gifted females and minority males in mathematics courses? _____Yes _____No

4. Are problem-solving skills, self-confidence and personal academic standards stressed, which could enhance successful female and minority male participation in the physical sciences? _____Yes _____No

5. Is access to or use of both languages used when teaching bilingual gifted students to develop conceptual linguistic skills? _____Yes _____No

6. Does the program apprise parents and teachers of the characteristics of gifted females and males and help them recognize how these characteristics affect behavior? _____Yes _____No

7. Does the program encourage classroom teachers and parents to foster independence, risk-taking, and nonstereotypic behavior, especially for females who choose nontraditional fields of study? _____Yes _____No

8. Does the program provide female and minority male math teachers as role models, speakers on interesting careers in mathematics, an emphasis on the social relevance of mathematical training, individualized and informal group

instruction, and the encouragement of study skills for all gifted students, especially all females and minority males? _____Yes _____No

9. Does the program develop a sense of self-worth and self-confidence through activities which encourage students to establish their own personal goals? _____Yes _____No

10. Does the program provide peer support groups that help ensure the continued success of all gifted females and minority males? _____Yes _____No

11. Are bulletin boards and staff-made displays in the classroom and counselors' offices representative of the cultural/racial diversity in the United States and the roles open to both men and women in today's society? _____Yes _____No

12. Are students alerted to stereotyping when it occurs in materials? _____Yes _____No

13. If current materials do stereotype persons on the basis of race, national origin, gender, or disability, are supplementary materials used to offset the stereotyping? _____Yes _____No

14. Do staff members avoid using oral or written language patterns which may be sexist or ethnocentric? _____Yes _____No

15. Are classroom management strategies and student role assignments used which reinforce multicultural, nonsexist behavior? _____Yes _____No

16. Is there a plan for helping students develop the interpersonal and intergroup skills and values needed for effective living in a multicultural, nonsexist society? _____Yes _____No

17. Do all program staff and classroom teachers model nonsexist behavior and cross-cultural skills? _____Yes _____No

18. Do all program staff and classroom teachers continually work to increase their knowledge of specific values, behaviors and life styles of different cultural groups in the United States? _____Yes _____No

a. If so, have they analyzed how this affects their teaching strategy? _____Yes _____No

b. Do they seek awareness of how culture and gender bias may affect the learning style? _____Yes _____No

19. Have program staff and classroom teachers consciously worked to understand their own gender and cultural frames of reference; how their backgrounds influence their behaviors, language, interactions, judgments and expectations; and how this affects the teaching situation and assessment and placement of students into the program itself? _____Yes _____No

20. Do program staff and classroom teachers openly discuss racial/cultural and sex-role socialization considerations with students? _____Yes _____No

a. Does the program include activities on the origins and effects of prejudice, stereotyping and discrimination? _____Yes _____No

21. Do program staff and classroom teachers try to help all students transcend bias and stereotyping in educational and career choices? _____Yes _____No

22. Are the qualities of assertiveness, independence, logical thinking, nurturance, compassion and cooperation encouraged in all students, regardless of their gender or culture, in order to prepare them to be well-rounded adults, good parents and wage-earners? _____Yes _____No

23. Do program staff and classroom teachers systematically provide special support for nontraditional students such as the disabled, isolated minority, and males and females in nontraditional pursuits? _____Yes _____No

24. Does the program include activities that will encourage students' self-esteem regardless of their gender, culture, race, or disability? _____Yes _____No

25. Do activities that deal with human relations skills such as active listening, empathetic feedback and assertiveness take into account the impact of race/ethnicity, gender, disability and culture on human interactions? _____Yes _____No

26. Are people of diverse racial/cultural groups, men and women in traditional and nontraditional roles, and disabled individuals used as resource persons in the program? _____Yes _____No

27. Are there a variety of large group, small group and one-to-one approaches used in all aspects of the program so that all students regardless of disability, gender race/ethnicity, or culture are encouraged to seek participation? _____Yes _____No

28. Have program staff, through in-service or otherwise, shared their expertise in nonsexist and multicultural human relations with teachers, administrators, parents and community members? _____Yes _____No

29. Do program staff and classroom teachers make definite efforts to involve minority parents in the Gifted and Talented Program? _____Yes _____No

30. Are appropriate guidance and other ancillary services provided for the emotional and social development of affective matters, such as peer and family attitudes toward the gifted child as "being different"? _____Yes _____No

31. Does the program encourage the continued participation of pregnant students, or students who are parents? _____Yes _____No

Bibliography of Resource Materials

The following materials are valuable resources for educators who are striving to implement multicultural, nonsexist approaches to the Gifted and Talented Program. This is meant to be a selective list, rather than a comprehensive one. It should provide a nucleus for a resource center that will grow in the future.

Most of the following resources are available through the ERIC data base:
ERIC Processing and Reference Facility
4833 Rugby Avenue, Suite 301
Bethesda, MD 20814
(301) 656-9723

Bell, C. David and Patricia B. Roach. *Beyond Stereotypes: A Process for Identification of Gifted Students*, 1987. Available from University Microfilms Incorporated.

Old stereotypes of the gifted student as well-rounded achiever, easily identified by self-confidence and history of success, must be replaced by serious efforts to arrive at a definition of giftedness that will include all gifted students, the nonachieving as well as those who are achieving.

Carrelli, Anne O'Brien. *Sex Equity and the Gifted.* 1982. Available from reprint: University Microfilms Incorporated. (ERIC Reproduction Document No. EJ274353).

Although many inequitable rules and actions based on sex have been eliminated in schools, subtle forms of stereotyping, bias, and discrimination can frustrate gifted students and hinder their progress..Where sex equity is emphasized, gifted students can pursue as many skills as they desire without pressure to conform.

Cook, Nancy. "Math for Gifted Girls," 1980. (ERIC Reproduction Document No. ED197567). Paper presented to Washington Educational Research Association/Northwest Gifted Child Association.

The Pacific Science Center developed a program to prevent mathematics avoidance in gifted females in fifth through seventh grade by increasing gifted girls' confidence in their ability to do mathematics and by increasing their mathematics ability.

Fennema, Elizabeth, and Jane M. Ayer, Eds. *Women and Education. Equity or Equality?* Available from McCutchan Publishing Corporation, P.O. Box 774, Berkeley, CA 94704 ($21.75; $19.50 for 10 or more). (ERIC Reproduction Document No. ED243802).

Twelve essays are presented in separate chapters. One chapter compares the careers and life satisfactions of gifted women and gifted men as revealed in Lewis Terman's 50-year longitudinal study of gifted individuals.

Florey, Janice E., et. al. "Identification of Gifted Children among the American Indian Population: An In-service Model," May 1986. (ERIC Reproduction Document No. ED273399).

An in-service training program designed to help teachers identify culturally different gifted students, including gifted natuive Americans.

GATE-Way to Success: Hispanic Gifted Program. Identification Packet and Instructional Guide. Orange Unified School District, 1981. ERIC Reproduction Document No. ED239438).

Guidelines are presented for conducting a needs assessment on the extent of ethnic imbalance in current gifted program, encouraging referrals from all staff, and describing the search of all students. A separate instructional guide for gifted Hispanic students in grades 4-6 contains instructional units which emphasize multicultural awareness and high thinking processes in the subjects of literature, social studies, and language arts.

Jackson, Frances. *Career Guidance for Academically Gifted Female Students: A Coordination of Resources to Develop Human Potential,* 1980. (ERIC Reproduction Document No. ED193461).

A project designed and demonstrated as a career guidance model for academically gifted female students to overcome problems associated with nontraditional career choices and sex-role stereotyping.

Johnson, Sylvia T., et. al. *Program of Assessment, Diagnosis, and Instruction (PADI): Identifying and Nurturing Potentially Gifted and Talented Minority Students.* (ERIC Reproduction Document No. EJ320605).

Describes design and implementation of a project which focused on early identification of potentially gifted students among youths frequently overlooked because of socioeconomic, cultural, and/or linguistic differences. Also discusses validation of a battery of procedures and techniques designed to identify potentially gifted students among diverse cultural and socioeconomic populations.

Kleinsasser, Audrey M. *Exploration of an Ambiguous Culture: Conflicts Facing Gifted Females in Rural Environments*, 1986. (ERIC Reproduction Document No. ED 278522).

Explores how gifted females are caught in the conflict of values between expectations for those who are bright and promising and expectations that females will undergird the status quo.

Kramer, Linda Ragsdale. "Social Interaction and Perceptions of Ability: A Study of Gifted Adolescent Females," 1985. Paper presented at the annual meeting of the American Educational Research Association in Chicago. (ERIC Reproduction Document No. ED 262535).

The role of interaction and the importance of relationships with peers and significant others in the development of gifted adolescent girls' self-perceptions of ability are explored.

Kravetz, Nathan. "Looking at the Special Needs of Gifted Girls," 1984. Paper presented at the Annual Institute for the Gifted in Los Angeles. (ERIC Reproduction Document No. ED252039).

The educational experiences and special needs of gifted girls at elementary and secondary levels are discussed. It is noted that enrollment of women in college science and mathematics courses remains disproportionately low.

Masten, William G. "Approaches to Identification of Gifted Minority Students," 1981. (ERIC Reproduction Document No. ED234578).

The paper reviews the literature on assessment of gifted minority students, focusing first on the importance of appropriate assessment methods, and then research on specific approaches used to identify gifted Black, Hispanic, Asian/Pacific, and American Indian students.

McKinney, Elinor S., Brenda Wright-Campbell and Rosa Isela Perez. *Developing Gifted Potential*, 1987. San Diego City Schools, Room 2014 Education Center, 4100 Normal St., San Diego, CA 92103; (619) 293-8436.

This project responds to the district's need for developing talent at an early age, thus promoting equity within the context of excellence. Includes project design, referral activity forms, and outcomes.

Mick, Delores Bell. *Assessment Procedures and Enrollment Patterns of Hispanic Students in Special Education and Gifted Programs January 1, 1981-April 30, 1982*. Ohio State University, Columbus Research Foundation, June 1982. (ERIC Reproduction Document No. ED246640).

Includes the development and revision of a 35-item questionnaire on nondiscrimination in evaluation for Hispanic students and on proportionate numbers in special and gifted programs.

Nazzaro, Jean N., Ed. *Culturally Diverse Exceptional Children in School*. Available from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. (ERIC Reproduction Document No. ED 199993).

Five authors contributed papers focusing on helping teachers work more effectively with culturally diverse handicapped or gifted children and their parents.

Passow, A. Harry. "Educational Programs for Minority/Disadvantaged Gifted Students," 1986. Paper prepared for presentation in the Distinguished Lecturer Series for the San Diego Unified School District, San Diego, CA. (ERIC Reproduction Document No. ED268190).

This paper discusses educational programs for minority students, including females, disadvantaged and gifted. Includes section on the history of minority underrepresentation in gifted programs and gives a series of reasons why appropriate educational opportunities for these children have been difficult to establish.

Project AGATE: Alternatives in Gifted and Talented Education. Darrell Lietz, Director of Instructional Services, Davenport Community School District, IA; (515) 323-9951.

Davenport Community School District has its written plan for identification of gifted students, emphasizing the need for particular attention to high potential non-achieving minority students.

Reis, Sally M. "We Can't Change What We Don't Recognize: Understanding the Special Needs of Gifted Females," 1987. (ERIC Reproduction Document No. EJ354056).

The article considers major issues, questions, and problems related to gifted females, including underachievement, creative productivity, male dominance in mathematics and science, cultural stereotyping, sex roles and mixed messages, lack of planning, the perfection complex, the impostor syndrome, and counseling.

Richert, Susanne E., James J. Alvino, and Rebecca McDonnel. *National Report on Identification: Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth*, 1982. A product of the Educational Information and Resource Center, 207 Delsea Drive (Rt. 47), RD #4, Box 208, Sewell, NJ 08080.

Includes research on identification practices, recommendations and cautions in identification, and resources for identification and bibliography.

Shaffer, Susan Morris. *Teaching Gifted Minority and Female Children: Striving for Excellence*, 1982. Compiled for training for sex equity in education. The American University, Washington, D.C. Disseminated by The Mid-Atlantic Center for Sex Equity, The Network, Inc., 5010 Wisconsin Ave. N.W., Suite 310, Washington, D.C. 20016.

This information includes a compilation of research findings and practical strategies, an annotated bibliography and a listing of resources.

Gifted Girls: The Disappearing Act, 1986. Distributed by The Mid-Atlantic Center for Sex Equity, The Network, Inc., 5010 Wisconsin Ave. N.W., Suite 310, Washington, D.C. 20016.

Overview of what happens to gifted females, how society limits gifted girls, how gifted girls limit themselves, and how to help gifted girls achieve.

Yancey, Elizabeth. *Increasing Participation of Minority and Culturally Diverse Students in Gifted Programs.* 1983. The Mid-Atlantic Center for Race Equity, The American University, Washington, D.C. 20016.

Report includes: definitions of giftedness, issues in identifying minority and culturally diverse children, checklist for evaluation of identification procedures, and recommendations for increasing participation of minority and culturally diverse students in gifted programs.

Major Gifted and Talented Publications

Challenge: Reaching and Teaching the Gifted Child
Good Apple Publications
Box 299
Carthage, IL 62321-0299

Gifted Child Quarterly
National Association for Gifted Children
4175 Lovell Road
Box 30, Suite 140
Circle Pines, MN 55014

***Iowa TAG* - Newsletter**
Information and referral. Located in Van Meter. Contact person is Sue Baltzer, (515) 996-2527.

Roeper Review
Roeper City and County School
P.O. Box 329
Bloomfield Hills, MI 48013

Resource Organizations

The Anti-Defamation League of B'nai B'rith. 823 United Nations Plaza, New York, NY 10017; (212) 490-2525.

This office produces excellent educational materials on intergroup relations, race relations, the impact of prejudice, etc. A catalog of materials is available on request.

Bilingual Education Consultant of the Iowa Department of Education. Alternative Programs Section, Curriculum Division, Grimes State Office Building, Des Moines, IA 50319; (515) 281-3264.

The bilingual education consultant provides technical assistance to school districts and teachers working with limited English speaking children.

Council for Exceptional Children. 1920 Association Drive, Reston, VA 22091; (703) 620-3660.

This is a membership organization for special education teachers, administrators and parents. Activities include: the distribution of several publications including The Association for the Gifted (TAG) Newsletter and the Journal for Education of the Gifted, lobbying for special education interests,

running an ERIC clearinghouse for TAG, and producing FACT sheets for the area of gifted. Also an excellent resource agency for educators who want to increase student awareness about disabled persons.

Center for Educational Experimental Development and Evaluation. 218 Lindquist Center, University of Iowa, Iowa City, IA 52242; (319) 353-4200.

The Center was funded to develop materials to assist in the education of limited English speaking students. Mathematics and science materials are available in the Spanish, Laotian, Vietnamese, Cambodian and English languages.

The Educational Equity Section of the Iowa Department of Education. Grimes State Office Building, Des Moines, IA 50319; (515) 281-5502.

The Educational Equity Section provides assistance to Iowa educational agencies in the areas of sex and race desegregation, multicultural, nonsexist curriculum and human relations training.

GrayMill. Rt. 1, Box 45, Earlham, IA 50072; (515) 834-2431.

Gender/Ethnic Expectations and Student Achievement (GESA) is a program based on the premise that in order to ensure quality and excellence on an equitable basis, school districts need to directly confront the issue of gender and ethnic bias in teachers' interactions with students. Once teachers have examined their own biases, as demonstrated by their own behavior toward all male and female students, necessary curricular and other changes can be accepted more easily. GrayMill trains facilitators to implement this program with teachers.

Iowa Area Education Agencies' Multicultural, Nonsexist Education Coordinators.

The area education agencies provide assistance to school districts as they work toward educational equity goals. Each agency has a consultant who has responsibility for multicultural, nonsexist education. Contact your local area education agency coordinator for assistance.

The Mid-Continent Regional Education Laboratory (McREL) Sex Equity Center. 4709 Belleview Avenue, Kansas City, MO 64112; (816) 756-2401.

The Sex Equity Center provides technical assistance to school districts in Iowa, Kansas, Nebraska and Missouri on issues related to sex equity in schools.

The Midwest National Origin Desegregation Assistance Center. School of Education, University of Wisconsin-Milwaukee, 453 Enderis Hall, P.O. Box 413, Milwaukee, WI 53201; (414) 963-5663.

This center is one of nine "Lua" centers in the United States funded by the U.S. Office of Education under Title IV of the Civil Rights Act of 1964. The center assists school districts in providing special services to ensure that a student whose dominant language is not English is not limited by a lack of English proficiency in participating in educational activities. The center serves 10 midwest states, including Iowa.

The Midwest Race Desegregation Assistance Center. Kansas State University, Manhattan, KS 66506; (913) 532-6408.

The Midwest Center is a federal agency that provides assistance to school districts in Iowa, Nebraska, Kansas, and Missouri in the areas of school integration, race equity, multicultural curriculum, and intercultural relations.

National Diffusion Network - Iowa Department of Education. Grimes State Office Building, Des Moines, IA 50319; (515) 281-3111.

Houses information regarding over 300 proven educational programs. You are encouraged to see if they already have solutions to your school or program's particular problem.

Racism and Sexism Resource Center for Educators. Council on Interracial Books for Children, CIBC Resource Center, Room 300, 1841 Broadway, New York, NY 10023; (212) 757-5339.

The resource center publishes and distributes teaching and administrative materials to combat sex role, disability, and cultural stereotyping in education. A catalog of resource materials is available on request.

The Women's Educational Equity Act Publishing Centers. Educational Development Center, 55 Chapel Street, Newton, MA 02160; 1-800-255-3088.

The Women's Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for developing in-service training programs, curriculum evaluation instruments, sex-fair curriculum materials and women's studies units. The center is responsible for disseminating the educational products for the WEEA program. A catalog is available on request.